

DOCUMENT RESUME

ED 436 730

CS 013 781

AUTHOR Coles, Gerald
TITLE Misreading Reading: The Bad Science That Hurts Children.
ISBN ISBN-0-325-00060-3
PUB DATE 2000-00-00
NOTE 138p.
AVAILABLE FROM Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912 (\$15). Tel: 603-431-7894; Web site: <<http://www.heinemann.com>>.
PUB TYPE Books (010) -- Information Analyses (070) -- Opinion Papers (120)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Instructional Effectiveness; *Phonics; Primary Education; Reading Difficulties; *Reading Instruction; *Reading Research; *Research Problems; *Whole Language Approach
IDENTIFIERS Direct Instruction; National Institute Child Health Human Development; *Phonemic Awareness; *Research Results; Researcher Role

ABSTRACT

This book examines the studies of leading researchers who have testified in various hearings and promoted policy and legislation on behalf of skills-emphasis learning, especially those financed by the National Institute of Child Health and Human Development (NICHD). The book not only identifies each claim, it also analyzes the research that backs up the claim. Chief among the claims are that: phonemic awareness is the chief causal influence in learning to read; skills-training programs facilitate learning to read and remediate reading problems; research has demonstrated the superiority of skills emphasis over whole language instruction; the effectiveness of a skills-emphasis reading program has been demonstrated in published research; and a brain "glitch" associated with phonemic awareness is responsible for the reading problems of many children. At the beginning of each of the 10 chapters in the book is a summary of the claims and the major criticism of the research discussed in the chapter--these summaries enable the reader to conceptualize and organize the arguments quickly and serve many possible uses, including "talking points," handouts, or overheads for presentation. Each chapter contains extensive notes. (NKA)